

**THE DEVELOPMENT OF WRITING SKILLS AMONG ENGLISH  
MAJORS AT TWO UNIVERSITIES IN THAILAND**

**BAYATEE DUERAMAN**

**DOCTOR OF PHILOSOPHY  
UNIVERSITI UTARA MALAYSIA  
2014**

## **Permission to Use**

In presenting this thesis in fulfilment of the requirements for a postgraduate degree from Universiti Utara Malaysia, I agree that the Universiti Library may make it freely available for inspection. I further agree that permission for the copying of this thesis in any manner, in whole or in part, for scholarly purpose may be granted by my supervisor or, in her absence, by the Dean of Awang Had Salleh Graduate School of Arts and Sciences. It is understood that any copying or publication or use of this thesis or parts thereof for financial gain shall not be allowed without my written permission. It is also understood that due recognition shall be given to me and to Universiti Utara Malaysia for any scholarly use which may be made of any material from my thesis.

Requests for permission to copy or to make other use of materials in this thesis, in whole or in part, should be addressed to:

Dean of Awang Had Salleh Graduate School of Arts and Sciences  
UUM College of Arts and Sciences  
Universiti Utara Malaysia  
06010 UUM Sintok

## **Abstrak**

Penyelidikan mengenai pendidikan bahasa dalam konteks Asia telah menekankan kepentingan pengajaran penulisan dalam kalangan pelajar. Namun begitu, kurikulum pengajaran bahasa Inggeris di Thailand tidak menekankan kepentingan penulisan yang boleh mempengaruhi pembelajaran pelajar menguasai bahasa Inggeris sebagai bahasa asing (EFL). Kebanyakan kajian lepas telah memisahkan isu kemahiran menulis dalam EFL berdasarkan teori-teori diskrit penulisan bahasa ibunda. Oleh itu, kajian ini bertujuan untuk meneroka kepelbagaian dimensi dalam proses pembangunan kemahiran menulis pelajar EFL Thai di dua buah universiti terkemuka di Thailand dengan menggunakan reka bentuk teori berasas. Data diperolehi daripada tujuh orang pelajar pengkhususan bidang bahasa Inggeris melalui pemerhatian kelas, temu bual dengan tenaga pengajar dan pelajar dan analisis dokumen. Data dianalisis secara kualitatif menggunakan pendekatan reka bentuk sistematik untuk mencadangkan satu teori baharu berkaitan dengan faktor yang mempengaruhi proses pembangunan penulisan pelajar Thai. Hasilnya, satu teori berasas tentang pembangunan kemahiran menulis terdiri dari faktor dalaman dan luaran dikemukakan. Faktor luaran iaitu konteks pendidikan, personaliti guru dan ketersediaan sumber bahasa Inggeris mempengaruhi faktor dalaman seperti tingkah laku pembelajaran. Faktor pengubah terdiri dari peranan guru, pendekatan pengajaran, reka bentuk sukatan pelajaran dan bahasa pengantar. Strategi pelajar untuk membangunkan kemahiran tersebut direalisasikan dalam empat bentuk yang berbeza: intrapersonal, interpersonal, proses penghasilan, dan integrasi pengetahuan bertulis dengan kemahiran pembelajaran yang lain. Kajian ini telah menghasilkan satu teori iaitu Teori Pembangunan Kemahiran Penulisan dalam pembelajaran bahasa Inggeris sebagai bahasa asing. Dari segi implikasi pedagogi, andaian-andaian dalam teori ini memberi panduan kepada guru untuk meningkatkan lagi kurikulum pengajaran bahasa Inggeris dalam proses pengajaran penulisan.

**Kata kunci:** Teori berasas, Proses kemahiran penulisan, Teori Pembangunan Kemahiran Penulisan, Bahasa Inggeris sebagai bahasa asing

## Abstract

Studies on English language education in Asian context have highlighted the importance of teaching writing to students. However, the current English language teaching curriculum in Thailand includes little or no writing which can affect the EFL students to acquire English. Most of the existing literature has compartmentalized issues of EFL writing skills based on discrete L1 writing theories. Therefore, the present study aimed at exploring the multidimensional process of Thai EFL students' writing skill development at two leading universities in Thailand using a grounded theory design. The data were obtained from seven English majors through class observation, interviews with instructors and students, and document analyses. The data were analysed qualitatively using a systematic design in order to formulate a new theory in relation to factors influencing Thai students' process of writing development. As a result, a grounded theory of writing skill development was formulated comprising both internal and external factors which explained how the seven English majors learn writing was established. The external factors consisted of the Thai students' educational context, perceptions towards writing, their teachers' personality and the availability of English language resources that influenced the internal factors such as students' learning behaviours. The intervening conditions encompassed teacher's roles, instructional approaches, the syllabus design and the medium of instruction. The EFL learners' strategies to develop the skills were realized in four different forms: intrapersonal, interpersonal, production process, and integration of writing knowledge and other learning skills. The present study has formulated a theory, which is *Writing Skill Development Theory* in learning English as a foreign language. In terms of pedagogical implications, the assumptions in this theory may provide some guidance to the teachers on the improvement of English language teaching curriculum in the process of teaching writing.

**Keywords:** Grounded theory, Writing skill process, Writing Skill Development Theory, English as a foreign language

## **Acknowledgement**

I would not have been able to complete my doctoral study and this dissertation without the kind support and assistance of the people around me. I would like to take this opportunity to thank just a few of them who have assisted me directly and indirectly in completing this degree. First, my very sincere gratitude and thanks go to Dr. Siti Jamilah Binti Bidin, my thesis supervisor, for her guidance and patience during every stage of the study. Throughout these years of studying, she has advised, guided, and encouraged me to become more scholarly and professional. She introduced me to the academic workshops and meetings to help me become a successful PhD student. I am sincerely grateful to Dr. Ahmad Affendi Shabdin who I regarded as my second supervisor for his understanding, encouragement, and assistance throughout my PhD journey.

Also, I am very grateful to my thesis examiners: Assoc. Prof. Madya Dr. Fauziah, Abdul Rahim, and Assoc. Prof. Dr. Tengku Nor Rizan Tengku Mohd Maasum, for their time and expertise given to this project. I never forget Dr. Sarimah and Dr. Anne Althea Christopher for proofreading and their constructive comments during my thesis proposal defense.

My sincere gratitude and thanks go to Asst. Prof. Dr. Wararat Wanjit at Walailak University and the Dean of Faculty of Humanities and Social Sciences for coordinating matters on my data collection at both sites. Next, I would like to thank all the participants who volunteered in this research for providing the invaluable data which contributed to the completion of this study.

I would like to thank all my family members for their patience, encouragement and financial support when I needed during the study.

Finally, my gratitude and special thanks also go to Southern College of Technology (SCT), Thung Song, Nakhorn Si Thammarat, Thailand, that has believed in me and continuously supported me throughout the years. I am endlessly thankful and highly appreciate the opportunity and the scholarship that SCT granted me that made my study at Universiti Utara Malaysia feasible.

## Table of Contents

Permission to Use.....	i
Abstrak.....	ii
Abstract .....	iii
Acknowledgement .....	iv
Table of Contents .....	v
List of Tables .....	xi
List of Figures .....	xii
List of Appendices .....	xiii
List of Abbreviations .....	xiv
<b>CHAPTER ONE INTRODUCTION .....</b>	<b>1</b>
1.1 Background of the Study.....	2
1.2 Statement of the Problem.....	6
1.3 Objectives of the Study .....	11
1.4 Research Questions .....	12
1.5 Significance of the Study .....	13
1.6 Scope of the Study .....	14
1.7 Definition of Terms.....	15
1.8 Organization of the Thesis .....	16
1.9 Summary of the Chapter .....	17
<b>CHAPTER TWO LITERATURE REVIEW .....</b>	<b>19</b>
2.1 The Role of English and ELT in Thailand .....	19
2.2 The Influence of Culture on English Language Education in Thailand .....	22
2.3 Learning Theories in Relation to L2 Writing.....	26
2.3.1 Krashen's L2 Acquisition Theory .....	27
2.3.2 Theoretical Approaches to Teaching Writing to NES .....	35
2.3.2.1 The Expressivist Approach .....	35
2.3.2.2 The Cognitivist Approach .....	37
2.3.2.3 The Social Constructivist Approach .....	38
2.4 Approaches to Teaching ESL/EFL Writing.....	40

2.4.1 The Controlled-Composition Approach.....	41
2.4.2 The Current Traditional Rhetoric Approach.....	42
2.4.3 The Communicative Approach.....	43
2.4.4 The Process Approach .....	43
2.5 The Shift from Product to Process Approach in ESL/EFL Writing Instruction ..	44
2.6 Models of Teaching Writing as a Process.....	47
2.6.1 Flower and Hayes' Model.....	48
2.6.2 Bereiter and Scadamalia's Model .....	49
2.6.3 Williams' Model .....	50
2.6.4 Mohamed Nor and Abd Samad' s Model .....	51
2.6.5 Kellogg's Model .....	53
2.6.6 Factors Involved in Writing Development .....	55
2.7 Teacher's Role in Writing Process Instruction .....	56
2.8 Differences between Good and Poor Writers.....	64
2.9 Similarities and Difference in L1 and L2 Writing Process .....	65
2.10 The Role of Technology in L2 Writing .....	67
2.11 Past Studies of English Writing in Thailand.....	71
2.12 Past Studies of English Writing outside Thailand .....	78
2.13 Summary of the Chapter .....	96
<b>CHAPTER THREE RESEARCH METHODOLOGY .....</b>	<b>99</b>
3.1 Research Design .....	99
3.2 Characteristics of Qualitative Research .....	100
3.3 Grounded Theory Design.....	101
3.4 Characteristics of Grounded Theory Research .....	107
3.5 Strengths and Limitations of Grounded Theory .....	109
3.6 Rationale for Using Grounded Theory.....	111
3.7 Research Settings .....	113
3.7.1 General Background of the English Programme at Walailak University	114
3.7.2 General Background of the English Programme at Prince of Songkla University .....	114
3.7.3 Gaining Entry and Seeking Participants .....	115





4.2.3.1.1 English Language Requirement for English Majors and Non-majors .....	167
4.2.3.1.2 Curricula of English Programme at WU and PSU .....	168
4.2.3.1.3 Writing Class at WU .....	169
4.2.3.1.4 Writing Class at PSU .....	170
4.2.3.2 Students' Perceptions Towards Writing .....	172
4.2.3.2.1 WU Students' Perception Towards Writing .....	172
4.2.3.2.2 PSU Students' Perception Towards Writing .....	174
4.2.3.3 Students' Perception of Good Writing .....	177
4.2.3.4 Teachers' Personality and Perception Towards Teaching Writing .....	179
4.2.3.4.1 Ms. Lucy .....	179
4.2.3.4.2 Ms. Jasmine .....	180
4.2.3.5 Target Language Resources .....	182
4.2.4 Intervening Conditions which Affected Students' Learning Strategies ..	184
4.2.4.1 Teacher's Role .....	184
4.2.4.2 Ms. Lucy's Instructional Approach and Strategies .....	185
4.2.4.3 Ms. Jasmine's Instructional Approach and Strategies .....	187
4.2.4.4 Syllabus Design .....	188
4.2.4.5 Medium of Instruction .....	190
4.2.5 Strategies for Construction of Writing Knowledge .....	191
4.2.5.1 Intrapersonal Construction .....	191
4.2.5.2 Interpersonal Construction .....	194
4.2.5.3 Text Production Process .....	196
4.2.5.3.1 WU Students' Writing Production Process .....	196
4.2.5.3.2 PSU Students' Writing Production Process .....	199
4.2.5.4 Integration of Writing Knowledge with Learning Skills .....	203
4.2.6 Sense of Accomplishment as the Consequence of the Strategies .....	204
4.2.6.1 Material Achievement .....	205
4.2.6.2 Psychological Achievement .....	207
4.3 The Grounded Theory of Thai English Majors' Writing Skill Development ....	208

4.4 The New Paradigm Model of Grounded Theory in Comparison with Existing Literature .....	211
4.5 Reflections of the Findings .....	211
4.6 Summary of the Chapter .....	213
<b>CHAPTER FIVE DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS.....</b>	<b>215</b>
5.1 Summary of the Theory .....	216
5.2 Discussion of the Findings .....	217
5.2.1 Thai Students' Development in Writing Expertise .....	218
5.2.1.1 Motivation .....	220
5.2.1.2 English Program .....	220
5.2.2 Group Differences .....	221
5.2.3 Novice Writers: Input Phase .....	222
5.2.3.1 The Role of L1 in Learning Writing Skills .....	222
5.2.3.2 Knowledge and Power vs. Obedience and Inferiority .....	223
5.2.3.3 Writing Course and Writing Development.....	225
5.2.3.4 Social Construction of Writing Knowledge .....	226
5.2.4 Writing Strategies Employed by the Novices: Production Phase .....	226
5.2.5 Role of Feedback on the Novice Writers' Development .....	228
5.2.6 Becoming More Experienced Writers .....	229
5.2.6.1 Experienced Writers: Input Phase .....	230
5.2.6.2 Social Construction of Writing Skill Development.....	231
5.2.6.3 Experienced Writers: Production Phase .....	233
5.2.6.4 Flow State Experience in the Act of Writing .....	235
5.2.7 Professional Writers .....	238
5.2.8 Writing Instruction: Strategies and practices .....	239
5.3 Comparison of Grounded Theory with Previous Research .....	243
5.4 Conclusion .....	247
5.5 Implications for Practice .....	251
5.6 Strengths of the Study .....	254
5.7 Limitations of the Study .....	255

5.8 Recommendations for Future Research .....	256
<b>REFERENCES.....</b>	<b>259</b>

## **List of Tables**

Table 2.1: Synopsis of Past Writing Research in ESL/EFL .....	86
Table 3.1: Organization of the PSU Classroom.....	128
Table 3.2: Sequence of Data Collection at PSU .....	129
Table 3.3: Sequence of Data Collection at WU.....	133
Table 3.4: Sample of Open Coding.....	139
Table 3.5: Sample of Open Coding Composite Data.....	141
Table 4.1: Demographic Information of WU participants .....	158
Table 4.2: Demographic Information of PSU participants .....	162
Table 5.1: Characteristics of Writing Development Phases of Thai English Majors .....	238

## List of Figures

Figure 2.1: Flower & Hayes' Model .....	48
Figure 2.2: Williams' Model of Writing.....	50
Figure 2.3: Processes in L2 Writing .....	53
Figure 2.4: Cognitive Development of Writing Skills .....	54
Figure 2.5: Model of Writing Development Process Used in the Present Study .....	56
Figure 3.1: Grounded Theory Coding from Open Coding Paradigm .....	104
Figure 3.2: Processes and Categories within the Flow of Research in the Grounded Theory .....	108
Figure 3.3: Location of Research Sites .....	113
Figure 3.4: Sample of Open Coding Cross Data.....	149
Figure 3.5: Sample of Axial Coding .....	150
Figure 4.1: Conditions Leading to Development of Writing Skills in Students .....	165
Figure 4.2: Intervening Conditions Affecting Students' Strategies to Develop Their Writing Skills .....	184
Figure 4.3: Intrapersonal Construction of Writing Knowledge .....	192
Figure 4.4: Anny's Production Process.....	197
Figure 4.5: Tida's Production Process .....	198
Figure 4.6: Wafa's Production Process .....	199
Figure 4.7: Amana's Production Process .....	200
Figure 4.8: Sofia's Production Process .....	201
Figure 4.9: Ikram's Production Process .....	202
Figure 4.10: Jack's Production Process .....	203
Figure 4.11: The Grounded Theory of Thai English Major's Writing Skill Development .....	210
Figure 5.1: Writing Skill Development Continuum.....	218
Figure 5.2: Position of Writing Instructors in the Range of Writing Instructional Methodology .....	241
Figure 5.3: The Present Theoretical Model in Comparison with Previous Grounded Theory Models of Writing Skill Development .....	244

## **List of Appendices**

Appendix A Inform Consent Form .....	270
Appendix B Interview Questions for Students .....	272
Appendix C Interview Questions for Instructors .....	273
Appendix D Open-ended Questionnaire .....	274
Appendix E Test of Written English Scoring Guide.....	275
Appendix F Observation Form .....	278
Appendix G Sample of WU Student's Interview Script .....	279
Appendix H Sample of PSU Student's Interview Script .....	282
Appendix I WU Instructor's Interview Script .....	285
Appendix J PSU Instructor's Interview Script .....	288
Appendix K Sample of PSU Student's Think-aloud Protocols .....	293
Appendix L Sample of WU Student's Think-aloud Protocols .....	295
Appendix M Sample of Teacher's Feedback Given on PSU Students' Assignment .....	297
Appendix N WU Course Syllabus .....	298
Appendix O PSU Course Syllabus.....	302
Appendix P Sample of Memo Written during the Coding Process .....	304
Appendix Q Sample of Diagram Constructed in the Coding Process .....	305

## **List of Abbreviations**

**ESL** (English as a Second Language) – is used interchangeably with the term “EFL” throughout this study to mean English as a new language regardless of contexts in which it is used

**EFL** (English as a Foreign Language) – is used throughout this study to refer to English taught in the country where English is not used outside classrooms as a native or an official language

**L1** - First Language

**L2** - Second Language

**NES** – Native English Speaker

**WU** – Walailak University

**PSU** – Prince of Songkla University

# **CHAPTER ONE**

## **INTRODUCTION**

Being one among the international students back in the late 1990s at International Islamic University, Malaysia, who was asked to write a paragraph on “a favorite place” as the first writing assignment for the class, I experienced extreme writing shock then. I was never asked to write in English as my foreign language at school earlier. I asked myself: what am I going to write? How could I produce a paragraph when I never even practiced writing sentences? My main concern was merely linguistic formation to make a story related to the topic as long as I could. This is the way I did in my first language when required to do so though I seldom do. I then started to construct sentence after sentence to lengthen the paragraph. I ended it when I reached half of an A4-sized page, neatly typed then submitted to the course instructor. When it was returned with feedback, comments, and question marks indicating that many sentences were not intelligible and misleading, I became very disappointed. I scored two out of ten which was the lowest among the group in class.

Since then, I began to develop writing apprehension and feared that I might not be able to cope with the course. Fortunately, these feelings turned to be a positive force to drive me to work harder and attempted to reach the same level with other friends in the class. I developed a strong intrinsic and extrinsic motivation by spending more time reading English texts such as newspapers, books, paragraphs and essays. My reading skill was very poor then as I had to search meaning of new words in every sentence from my tiny bilingual paper dictionary. At the same time, I tried to practise writing few sentences after reading each text. Luckily, I was also privileged by the international environment where I could always talk and discuss issues using



The contents of  
the thesis is for  
internal user  
only

## REFERENCES

- Aksornkul, N. (1980). *EFL planning in Thailand: A case study in language planning*. Unpublished dissertation, George Town University.
- Bailey, K. M. (1998). *Learning about language assessment: Dilemma, decisions & direrrections*. Boston: Heinle & Heinle.
- Bakhtin, M. M. (1973). *Marxism and the philosophy of language*. (L. Matejka & I. R. Titunik, Trans.). New York: Seminar Press.
- Baruca, P.J. (2010). *Coping strategies of L2 writers during the writing process: Case studies of Non-English dominant students in mainstream English composition courses*. MA Thesis, University of Texas-Pan American. UMI Dissertation Publishing.
- Bennui, P. (2008). A study of L1 interference in the writing of Thai EFL students. *Malaysian Journal of ELT Research*, 4, 72-102.
- Bereiter, C., & Scardamalia, M. (1987). *The psychology of written composition*. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Berlin, J. A. (1988). *Rhetoric and ideology in the writing class*. *College English*, 50, 477-494.
- Bogdan, R. C., & Biklen, S. K. (2007). *Qualitative research for education: An introduction to theories and methods*. USA: Pearson Education, Inc.
- Brand, W. & Anderson, R. (1999). *Transpersonal research methods for social sciences*. London: Sage.
- Brown, H. D. (2000). *Principle of language learning and teaching*. NY: Longman.
- Buckingham, T., & Pech, W. C. (1976). An experience approach to teaching composition. *TESOL Quarterly*, 10(1), 55-65.
- Canale, M. & Swain, (1980). Theoretical basis of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1(1), 1-47.
- Carroll, P. S., Blake, F., Camalo, R. A., & Messer, S. (1996). When acceptance isn't enough: Helping ESL students become successful writers. *The English Journal*, 85(8), 25-33.
- Chaisiri, T. (2010). Implementing a genre pedagogy to the teaching of writing in a university context in Thailand. *Language Education in Asia*, 1(1), 181-199.

- Chaisuriya, A. (2003). *Social constructionist approaches to teaching technical writing: A case study of Thai college students*. Unpublished dissertation, The University of New Mexico.
- Charmaz, K. (2006). *Constructing grounded theory*. London: Sage.
- Cohen, A. D., & Carson, A. B. (2001). Research on direct versus translated writing: Students' strategies and their results. *The Modern Language Journal*, 85(2), 169-188.
- Corbin, J., & Strauss, A. (2008). *Basics of qualitative research* (3d ed.). Thousand Oaks, CA: SAGE.
- Creswell, J. H. (2008). *Educational research: Planning, conducting and evaluating quantitative and qualitative research*. New Jersey: Pearson Education, Inc.
- Csikszentmihalyi, M. (1990). *Flow: The psychology of optimal experience*. NY: Harper & Row Publishers, Inc.
- Daily News. (2011). Thai graduates are unqualified. Retrieved September 6, 2011, from <http://tnews.teenee.com/etc/70749.html>
- De Larios, J. R., Manchon, R. M. & Murphy, L. (2006). Generating text in native and foreign language writing: A temporal analysis of problem-solving formulation processes. *The Modern Language Journal*, 90(1), 100-114.
- Deveney, B. (2005). An investigation into aspects of Thai culture and its impact on Thai students in an international school in Thailand. *Journal of Research in International Education*, 4(2), 153-171.
- Dhanarattigannon, J. (2008). *Thai college students' response to non-traditional writing instruction in a Thai university*. PhD dissertation, University of Florida.
- Dimmock, C. (2000). Designing the learning centred school: A cross-cultural perspective. In B. Deveney, *An investigation into aspects of Thai culture and its impact on Thai students in an international school in Thailand* (p. 156). London: Falmer.
- Dueraman, B. (2006). Cohesion and coherence in English essays written by Malaysian and Thai medical students. *Unpublished Master's Thesis*: Prince of Songkla University, Thailand.
- Dulay, H.C., & Burt, M. K. (1972). Goofing: An indicator of children's second language learning strategies. *Language Learning*, 22, 235-252.
- EF English Proficiency Index. (2013). Retrieved January, 2014 from <http://www.ef.co.th/epi/>

- Elbow, P. (1973). *Writing about teachers*. New York: Oxford University Press.
- Elbow, P. (1981). *Writing with power: Techniques for mastering the writing process*. New York: Oxford University Press.
- Ellis, R. (1986). *Understanding second language acquisition*. Oxford: Oxford University Press.
- Ellis, R. (1993). The structural syllabus and second language acquisition. *TESOL Quarterly*, 27(1), 91-113.
- Ellis, R. (1994). *The study of second language acquisition*. NY: Oxford University Press.
- Ericsson, K., & Simon, H. (1980). Verbal reports as data. *Psychological Review*, 87 (3), 215- 251.
- Fathman, A. (1975). The relationship between age and second language productive ability. *Language Learning*, 25, 245-253.
- Flower, L., & Hayes, J. R. (1981). A cognitive process theory of writing. *College Composition and Communication*, 32, 365-387.
- Flower, L. & Hayes, J. R. (1997). A cognitive process theory of writing. In J. Victor Villanueva (Ed.), *Cross-talk in comp theory* (pp.251-275). Urbana, Illinois: NCTE.
- Flowerdew, J. & Li, Y. (2008). Plagiarism in second language writing in an electronic age. *Annual Review of Applied Linguistics*, 27, 162-183.
- Foley, J. A. (2005). English in Thailand. *Regional Language Centre Journal*, 36(2), 223-234.
- Finkelstein, L., Jr. (2000). *Pocket book of technical writing for engineers and scientists*. New York: McGraw Hill.
- Gass, S., & Selinker, L. (2001). *Second language acquisition: An introduction course*. (2nd ed.). Mahwah, NJ: Lawrence Erlbaum.
- Gay, L. R. & Airasian, P. (2003). *Educational research: Competencies for analysis and applications*. New Jersey: Pearson Education, Inc.
- Glaser, B. (1992). *Emergence versus forcing: Basics of grounded theory analysis*. Mill Valley. CA: Sociology Press.
- Glaser, B., & Strauss, A. (1967). *The discovery of grounded theory*. New York: Aldine.

- Glass, T. E. (2008). *The nature of English writing done by graduates of a university in Thailand*. Ph. D dissertation, Indiana: Purdue University.
- Grosskopf, K. (2009). *Exploring the complexities of learning motivation in pre-service teacher education students: A grounded theory approach*. Unpublished PhD Thesis, USA: University of Nebraska.
- Goldstein, L. M., & Conrad, S. M. (1990). Student Input and negotiation of meaning in ESL writing conference. *TESOL Quarterly*, 24(3), 443-460.
- Gould, B. W. (1991). *Curricular strategies for written expression*. In A. M. Bain, L. L. Bailet, & L. C. Moats (Eds.), *Written language disorder theory into practice* (pp. 129-164). Austin, TX: Pro-Ed.
- Graham, S., & Harris, K. R. (2005). *Writing better: Effective strategies for teaching students with learning disabilities*. Baltimore: Brookes.
- Graves, D. H. (1994). *A fresh look at writing*. Portsmouth, NH: Heinemann.
- Gredler, (1997). *Learning and instruction: Theory into constructivism practice* (3<sup>rd</sup> edition). NJ: Prentice Hall.
- Hayes, D. (2008). Becoming a teacher of English in Thailand. *Language Teaching Research*, 12(4), 471-494.
- Hayes, J. R., & Flower, L. S. (1980). Identifying the organization of writing processes. In L. W. Gregg & E. R. Steinberg (Eds.), *Cognitive processes in writing* (pp. 3 - 30). Hillsdale, NJ: Lawrence Erlbaum.
- He, J. (2009). *Applying contemporary Western composition pedagogical approaches in university EFL writing context: A case study of a writing workshop at a Chinese university*. Ph. D Thesis: Indiana University of Pennsylvania.
- Hedge, T. (2005). *Writing* (2<sup>nd</sup> edition). Oxford: Oxford University Press.
- Hinkle, E. (2004). *Teaching academic ESL writing: practical technique in vocabulary and grammar*. USA: Lawrence Erlbaum Associates.
- Hinkle, E. (2006). Current perspectives on the four skills. *TESOL Quarterly*, 40(1), 109-131.
- Hyland, K. (2003). *Second language writing*. NY: Cambridge University Press.
- Jarantawatchai, W. (2001). *A case study of writing strategies used in process writing by proficient and less proficient writers*. Bangkok: Thammasart University.

- Juzwik, M. M., Curcic, S., Wolbers, K., Moxley, K. D., Dimling, L. M., & Shankland, R. K. (2006). Writing in the 21<sup>st</sup> century: An overview of research on writing, 1999-2004. *Written Communication*, 23(4), 451-476.
- Kachru, B. B. (1992). World Englishes: Approaches, issues and resources. *Language Teaching*, 25, 1-14.
- Kachru, Y. (2005). *Teaching and learning the world Englishes*. In P. Methitham (2009). *An exploration of culturally-based assumptions guiding ELT practice in Thailand, a non colonized nation*. Ph. D Dissertation, Indiana University of Pennsylvania.
- Kamimura, T. (2000). Integration of process and production orientations in EFL writing instruction. *RELC Journal*, 31(2), 1-28.
- Kaplan, R. B. (1966). Cultural thought patterns in intercultural communication. *Language Learning*, 16, 1-20.
- Kellogg, R. T. (2008). Training writing skills: A cognitive development perspective. *Journal of writing research*, 1(1), 1-26.
- Krashen, S. D. (1981). *Second language acquisition and second language learning*. Oxford, UK: Pergamon Press.
- Krashen, S. D. (1982). *Principles and practice in second language acquisition*. Eaglewood Cliffs, NJ: Prentice Hall.
- Krashen, S. D. (1988). *Second language acquisition and second Language learning*. Prentice-Hall International.
- Krashen, S. D. (1994). *Bilingual education and second language education theory*. In Bilingual Education Office Schooling and second language minority students: A theoretical framework (2<sup>nd</sup> ed., pp. 47-75), Los Angelis: California State University.
- Krashen, S. D. (2004). *The power of reading: Insights from the research* (2d ed.). Westport, CT: Libraries Unlimited.
- Kroll, B. (1990). *Second language writing: Research insights for the classrooms*. USA: Cambridge University Press.
- Kuo, C. H. (2008). Designing an online writing system: Learning with support. *RELC Journal*, 39(3), 285-299.
- Kvale, S., & Brinkmann, S. (2009). *InterViews: Learning the craft of qualitative research interviewing* (2d ed.). Thousand Oaks, CA: SAGE.

- Lapp, R. (1984). The process approach to writing: Towards a curriculum for international students. In D. Nunan. *Language teaching methodology*. UK: Prentice Hall.
- Larios, J. R., Manchón, R. M., Murphy, L. (2006). Generating Text in Native and Foreign Language Writing: A Temporal Analysis of Problem-Solving Formulation Processes. *The Modern Language Journal*, 90(1), 100-114.
- Larios, J. R., Murphy, L. & Marin, J. (2002). A critical examination of L2 writing process research. In J. Rijaarsdam (Series ed.) & S. Ransdell & M. Barbier (Volume eds.), *Studies in Writing: New Directions for Research in L2 Writing*, 11, 11-47. Netherlands: Kluwer Academic Publisher.
- Lavelle, E., & Zuercher, N. (2001). The writing approaches of university students. *Higher Education*, 42(3), 373-391.
- Lee, G., & Schallert, D. L. (2008). Constructing trust between teacher and students through feedback and revision cycles in an EFL writing classroom. *Written Communication*, 25(4), 506-537.
- Leki, I. (1995). Coping strategies of ESL students in writing tasks across the curriculum. *TESOL Quarterly*, 29(2), 235-260.
- Li, H., & Hamel, C. M. (2003). Writing issues in college students with learning disabilities: A synthesis of the literature from 1990-2000. *Learning Disability Quarterly*, 26(1), 29-46.
- Lienemann, T. O., Graham, S., Janssen, B. L., & Reid, R. (2006). Improving the writing performance of struggling writers in second grade. *The Journal of Special Education*, 40(2), 67-78.
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Beverly Hills, CA: SAGE.
- Littlewood, W. (1999). Defining and developing autonomy in East Asian contexts. *Applied Linguistics*, 20(1), 71-94.
- Liu, C. H., Matthews, R. (2005). Vygotsky's philosophy: Constructivism and its criticism examined. *International Education Journal*, 6(3), 386-399.
- Makalela, L. (2004). Differential error types in second language students' written and spoken texts: Implications for instruction in writing. *Written Communication*, 22(4), 368-385.
- Makino, T. (1980). Acquisition order of English morphemes by Japanese secondary school students. *Journal of Hokkaido University of Education* 30, 101-8.

- McLaughlin, B. (1987). *Theories of second-language learning*. London: Edward Arnold.
- McCutchen, D. (2011). From novice to expert: Implication of language skill and writing relevant knowledge for memory during the development of writing skill. *Journal of Writing Research*, 3(1), 51-68.
- McDonough, J., & McDonough, S. (1997). *Research methods for English language teachers*. New York: St Martin's Press, Inc.
- Meng, L. L. (2007). *The construction of a constructivist: Learning how to teach without teaching*. Malaysia: Penerbit USM.
- Methitham, P. (May 2009). *An exploration of culturally-based assumptions guiding ELT practice in Thailand, a non colonized nation*. Ph. D Dissertation, Indiana University of Pennsylvania.
- Miles, M. B., & Huberman, A. M. (1984). *Qualitative data analysis: A sourcebook of new methods*. Beverly Hills, CA: Sage.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis*. Thousand Oaks, CA: Sage (2<sup>nd</sup> edition).
- Ministry of Education. (1999). *National Education Act of B.E. 2542 (1999)*. Unpublished manuscript.
- Mohamed Nor, M., & Abd Samad, R. (2006). *Teaching of reading and writing for ESL*. Malaysia: University of Malaya Press.
- Murray, D. M. (1985). *A writer teaches writing* (2<sup>nd</sup> edition). Boston: Houghton Mifflin Company.
- Neff, J. (1994). *Learning disabilities and the writing center*. In J. A. Mullin & R. Wallace (Eds.), *Intersections: Theory-practice in the writing center* (pp. 81-95). Urbana, IL: National Council of Teachers of English.
- Nihlawi, A. M. B. (2011). *Analysing the preparation of second language writing teachers: A grounded theory approach*. Unpublished PhD Thesis: University of Arkansa.
- Noom-ura, S. (2013). English-teaching problems in Thailand and Thai teachers' professional development needs. *English Language Teaching*, 6(11), 139-147.
- Nunan, D. (1991). *Language teaching methodology*. UK: Prentice Hall.



- Patarapongpaisan, T. (1996). *Effects of process approach on writing of undergraduate English major students of Rajabhat Institute Chandrakasem, Bangkok*. Unpublished M. ed. Thesis, Bangkok: Kasetsart University.
- Pataraporn, T. (2006). *Exploring Thai EFL university students' awareness of their knowledge, use, and control of strategies in reading and writing*. Ph. D Thesis: University of North Texas.
- Pidgeon, N., & Henwood, K. (2004). Grounded theory. In M. Hardy & A. Bryman. *Handbook of data analysis*. London: SAGE Publications, Ltd, 625-648.
- Perl, S. (1979). The composing process of unskilled college writers. *Research in the teaching of English*, 13(4), 317-336.
- Peyton, J. K., Jones, C., Vincent, A., & Greenblatt, L. (1994). Implementing writing workshop with ESOL students: Visions and realities. *TESOL Quarterly*, 28(3), 469-487.
- Raimes, A. (1983). *Techniques in teaching writing*. New York, NY: Oxford University Press.
- Raimes, A. (1985). What unskilled ESL students do as they write: A classroom study of composing. *TESOL Quarterly*, 19(2), 229-258.
- Reid, J. M. (1993). *Teaching ESL writing*. Eaglewood cliffs, NJ: Prentice Hall Regents.
- Ransdell, S., & Barbier, M. L. (Eds.). (2002). *New directions for research in L2 writing*. London: Kluwer Academic Publisher.
- Saito, H. (1994). Teachers' practices and students' preferences for feedback on second language writing: a case study of adult ESL learners. *TESL Canada*, 11(2).
- Sasaki, M. (2002). Building an empirically-based model of EFL Learners' writing processes. In Rijlaarsdam, G. (Series ed.) & Ransdell, S. & Barbier, M. (Volume eds.), *Studies in Writing: New Directions for Research in L2 Writing*, 11, 49-80.
- Sasaki, M., & Hirose, K. (1996). Explanatory variables for EFL students' expository writing. *Language Learning*, 46(1), 137-174.
- Scott B. J., & Vitale, M. R. (2003). Teaching the writing process to students with LD. *Intervention in School and Clinic*, 38(4), 220-224.
- Silva, T. (1990). *Second language composition instruction: Developments, issues and directions in ESL*. NY: Cambridge University Press.

- Silvia, T. (1993). Towards an understanding of the distinct nature of L2 writing: The ESL research and its implication. *TESOL Quarterly*, 27, 657-677
- Silva, T. (1997). On the ethical treatment of ESL writers. *TESOL Quarterly*, 31(2), 359-363.
- Silva, T., & Matsuda, P. (Eds.) (2001). *Landmark essays on ESL writing*. Mahwah, NJ: Lawrence Erlbaum.
- Sitthitikun, P. (2010). Curriculum context analysis to support meaningful EFL reading in Thailand. *Journal of English Studies*, 5, 56-69.
- Spencer, J. C. (2012). *Self-Made Writer: A Grounded Theory Investigation of Writing Development Without Writing Instruction in a Charlotte Mason Home School*. Unpublished PhD thesis: Gardner-Webb University.
- Srichanyachon, N. (2011). A comparative study of three revision methods in EFL writing. *Journal of College Teaching and Learning*, 8(9), 1-8.
- Stake, R. (1995). *The art of case study research*. Thousand Oaks, CA: Sage.
- Stapleton, P., & Radia, P. (2010). Tech-era L2 writing: towards a new kind of process. *ELT Journal*, 64(2), 175-183.
- Stracher, D. A. (1993). Providing strategies for learning disabled college students; continuous assessment in reading, writing, and reasoning. *Research & Teaching in Developmental Education*, 10, 65-77.
- Strauss, A. & Corbin, J. (1998). *Basics of qualitative research: Techniques and procedures for developing grounded theory*. California: SAGE Publications, Inc.
- Sun, C., & Feng, G. (2009). Process approach to teaching writing applied in different teaching models. *English Language Teaching*, 2(1), 150-155.
- Swain, M. (1995). *Three functions of output in L2 learning*. NY: Longman.
- Tangkiengsirisin, S. (2010). Enhancing cohesion in Thai postgraduate students' expository writing through feedback delivery and revision. *Unpublished PhD Thesis*: University of Nottingham.
- Tangpermpoon, T. (2008). Integrated approach to improve students' writing skills for English major students, *ABAC Journal*, 28(2), 1-9.
- Tapinta, P. (2006). *Exploring Thai EFL university students' awareness of their knowledge, use and control of strategies in reading and writing*. PhD Thesis: University of North Texas.

- The Nation. (2011). Rather than throwing money at foreign teachers, we should make conditions tolerable for talented Thai educators. Retrieved April 6, 2011, from <http://www.nationmultimedia.com/home/Respect-teachers-if-standards-are-ever-to-improve-30152597.html>
- Thongrin, S. (2002). *E-mail peer responses in collectivist Thai culture: Task, social and cultural dimensions*. Unpublished dissertation, Indiana University of Pennsylvania.
- Toh, G. (2000). Teaching writing in rural Thailand: Considering new perspectives. *TESL Canada Journal*, 17(2), 101-109.
- Tonthong, B. K. (1999). *Points of connections: A qualitative study of dialogue journals in an EFL college writing classroom in Thailand*. Unpublished PhD Thesis: Indiana University of Pennsylvania.
- Van Weijen, D., Van den Bergh, H. Rijlaarsdam, G., & Sanders, T. (2008). *L1 use during L2 writing: An empirical study of complex phenomenon*. Manuscript submitted for publication.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. MA: Harvard University Press.
- Watcharapunyawong, S., & Usaha, S. (2013). Thai EFL students' writing errors in different text types: The inference of the first language. *English Language Teaching*, 6(1), 67-78.
- Wenyu, L., & Yang, L. (2008). *Research on EFL writing strategy using SRP: An empirical study in DUT*. 10(2). Retrieved January 1, 2008 from <http://asian-efl-journal.com>.
- Williams, J. (2005). *Teaching writing in second and foreign language classrooms*. USA: McGraw Hill.
- Wiriyaichitra, A. (2002). English-language teaching and learning in Thailand in this decade. *Thai TESOL Focus*, 15(1), 4-9.
- Wu, H. Y., & Liu, R. Q. (2004). A metacognitive framework for L2 writing: A factor analysis approach. *Foreign Language Teaching and Research*, 36(3), 187-195.
- Yuknis, C. M. (2010). *A grounded theory of deaf middle school students' revision of their own writing*. Unpublished PhD Thesis: University of Maryland.
- Zamel, V. (1976). Teaching composition in the ESL classroom: What we can learn from research in the teaching of English. *TESOL Quarterly*, 10(1), 67-76.

- Zamel, V. (1982). Writing: the process of discovery of meaning. *TESOL Quarterly*, 16(2), 195-209.
- Zamel, V. (1983). The composing processes of advanced ESL students: Six case studies. *TESOL Quarterly*, 17(2), 165-187.
- Zamel, V. (1987). Recent research on writing pedagogy. *TESOL Quarterly*, 21(4), 697-715.